

THE MAUI NEWS

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Chas. C. Clark

Editor and Manager

SATURDAY,

MARCH 2, 1912

Sanitary Inspection.

GOVERNMENT employees never did and never will, work as hard and earnestly as those employed by private concerns, but there are many of them who receive and deserve commendation for intelligent effort. A notable exception to this class are the sanitary inspectors.

This county paid out \$2,380 last year in salaries to food and sanitary inspectors; almost twice as much as was paid to county physicians, and what have we received in return? Absolutely nothing. The reports of the Sanitary inspectors each month to the Board of Supervisors, are quite satisfactory, but if the board would start out some morning early, and investigate for themselves they would find that the difference between actual conditions and what appears in the reports are vastly different. The inspector for the Wailuku district is either absolutely incompetent or else wilfully refuses to see and remedy, many of the evils existing in the oriental district. The orientals pay absolutely no attention to him, and when he does order sanitary improvement, his orders go unnoticed in most instances.

Almost any morning a visit to the poi shops run by Chinese, would reveal a condition so unsanitary as to cause the visitor to turn away in disgust.

One day last week we visited the fish market. The inspector was there—he is always there—but his eyes were closed in slumber, and he was perhaps dreaming of the days when fish would need no inspection, and when orientals would no longer indulge in the filthy practices of their race. He was there, but with his eyes he saw nothing. The gutters about the market floor were filled with filth and corruption, and the general appearance would do credit to the slums of Canton.

These are only two of the more aggravated instances, but there are enough lesser ones to fill a book. A little intelligent persuasion on the part of the board of supervisors should work wonders with these so called sanitary inspectors, who see only the front of things, and do not ferret out and destroy the undesirable pest holes which abound out of sight of the front streets of Wailuku.

The correspondent of the Honolulu Bulletin, evidently was not in touch with the Chamber of Commerce committee, who were to receive the officers of the fleet when they arrived at Kahului last week. He sent a very much garbled report of the fleet's stay here, and incidentally charged the Maui people with inhospitality. Nothing could be farther from the truth. The committee on hand, with enough automobiles to accommodate all the officers of the fleet, and after sending word to the commanding officer that they were waiting to extend the hospitality of Maui to the fleet, they stood about on the wharf till noon, but no word was received from the ships. As a matter of fact, this was a business trip and the officers were not looking for entertainment. They came ashore individually, later, and from all reports, were very properly taken care of.

Bartering.

(By E. V. Wilcox.)

A SAVAGE sold for gaudy beads
The skin of a proud old buffalo,
Whose tracks ranged over boundless plains.
We smile with worldly wisdom's sneer
At childish eye that can not shun
Hypnotic influence of glass.

A gardener plucked from his proudest trees
A basket of dew-kissed fruit for me.
It had sipped all the wine and honey of earth,
Had inhaled the deep perfume of tropic dreams.
The softness of summer's languid air
And the fire of the sun were upon its face.

For a sordid coin he left it there—
A coin that was tainted with sin and blood
And tears and sorrow and blighted lives.
The gardener smiled on the coin in his hand,
And thanked me for yielding the tainted thing.
But the coin rolled on with its history.

It was hugged by a miser with jealous care,
Till a robber found it hidden away,
And sent it forth on its mission of crime.
It purchased the gin to craze the man,
And murdered the wife with frenzied hand,
And spent itself in the hangman's noose.

It bought a vote for an alderman,
And helped him to shelter a nest of vice,
Where he won it back all coated with slime,
And purchased the shame of a woman's name.
It paid the rent for a tenement,
And returned once more to the miser's clutch.

The buffalo skin and the blushing fruit,
The shining beads and the sordid coin,
The simple savage, the gardener—
Now which was the wiser bargainer?
And where are the scales to weigh the worth
Of the products of life which we barter and sell?

Paper On Geography

Read Before the Maui Teachers At Their Meeting.

(By Miss Ruth Hilen.)

In my experience in teaching this subject I have tried to constantly keep in my mind, one central thought around which the details and devices of each day's recitation, are but so many small paths one leading into the other in such a way that the child's mind is kept constantly moving in one direction—that of the central thought. This thought is—to lead the child to think for himself.

Some psychologists tell us that a thing once learned cannot be forgotten. Others consider this too broad a statement—be that as it may—we do know this to be a fact—that the mind will retain something which it constructs for itself when it will throw off with remarkable ease that which is taken in from the printed page without any regard for the "Whys?" or "Wherefores?"

In other words, if the child can be made to think and to reason for himself and to build his facts upon a foundation of his own making, his development along any line is an accomplished fact; and in no subject, it seems to me, can this be brought about more easily or more thoroughly than in the study of geography.

The central thought then, in teaching geography, I would say, is—reasoning from the known to the unknown step by step in such a way that, tho he may be unconscious of this himself, the pupil is making his own mental text book.

This is what I have tried to do in the teaching of this subject and I shall show in detail just how I have gone about it.

A map of the world should hang in some conspicuous place in the school-room.

I can remember very distinctly the light which burst upon my conception of locations of countries, oceans and islands when, in the eighth grade, my teacher taught the correlation between the small maps in our books and the other continents by means of a map of the world. Prior to this time I had had very little idea of the earth as a whole—Europe, Asia, Africa, North America, South America and Australia being so many separate maps on different pages of the text book. Even the United States was divided into sections as no attention was paid to any connection between them I, consequently had not a clear mental image of even our own country. I have found a large percentage of pupils in the upper grades who have had the same difficulty so I cannot think mine an exceptional case.

For this reason a map of the world has always hung in my school-room and many an odd moment during the day has been spent in journeys by land and sea to all parts of the world.

I will try to illustrate my method of teaching geography by taking up the study of one grand division as the general method would be the same for all. Let us suppose the class is ready to begin the study of South America.

For the first few lessons I do not use the text book at all nothing but the map of the world. Our first lesson is a conversational lesson on location with regard to all the other continents and the oceans with such questions as, "What direction is it from N. A.?" from Australia? from Europe? from Asia? from Africa? "In what zones is it?" "What bodies of water touch it?" "How does its size compare with N. A.?" Africa? Asia? etc." Is its position an advantage or a disadvantage? or for the lower grades, "Is it a good thing for S. A. or not that it lies where it does?" Why?

The children like to take sides

on a question like this and a little debate always follows, rather exciting at times, too, and I have found that the class usually comes to a fairly correct decision or, if not, the teacher can step in with a word or a leading question which turns the tide in the right direction and the class feels that it has accomplished something for itself. Let the child think he is doing it all, if possible, and the question of arousing interest is done with.

The next step is the study of coastline. "Is it regular or irregular or both?" Is such a coastline an advantage or a disadvantage? Why? Which is the best coastline for a country one like N. A. or one like S. A. Why?

Next comes comparison of the shape of the continent with the other continents. I usually have one lesson on sketching the general shape, at this time.

The class is now ready for the purely mechanical part. These lessons I would give from a large separate map of S. A., the class using their text book maps at their seats so that every member follows every location. I always insist upon the text books being flat open on the desks and the locations being made with the eraser end of the pencils so I can tell at a glance if each pupil is making his locations correctly. We learn the bodies of water touching, the mountain plains, plateaus, rivers, lakes, islands, and countries. I have found it a great saving of time to insist upon learning these in their right order. For instance if we decide to learn everything in S. A. as the hands of a clock move, a recitation with one body of water or a mountain out of place is not satisfactory. In this way, when a pupil can name them he has also his locations.

In studying the mountains, rivers, bays, etc., the same central thought is kept in mind—to let the child reason out for himself the advantage or the disadvantage of each—the Andes as compared with the Rockies—the former with few water gaps and passes—the latter broken and with many of them. The children will decide for themselves in favor of the Rockies and it has often been surprising to me how they see the reasons—facilities for railroads and travel and effect on climate because of the possibility of winds sweeping thru the gaps before losing their moisture.

The rivers always lead to a discussion—their advantages being facility for shipping and travel if flowing thru a plain, and water power if flowing thru a mountainous region.

Now the class is ready for the text for the first time and at least a week or two has been spent on the foregoing work. I have found that a very slow, thoro beginning leads to wonderfully quick results when the text book comes to be used.

All assignments from the text are made subservient to the child's own reasoning. For instance when the class has decided about the kind of surface, coastline, drainage and advantage or disadvantage of each, I would say, "Now let us compare what we think with our books and see if we agree." The children are much delighted to find that what they have found out for themselves tallies with the text and it is a great satisfaction to them.

In all text assignments I put on the board a topical outline from which to study, and I make this follow very exactly the order presented in the text.

We use our text books, then, until we reach the study of climate when they are again put away.

We begin the study of climate with a conversational lesson on surface, zones and winds.

I have an easy outline scheme for climate for each continent and it has saved me a great deal of time. We draw South America with five lines. The winds are put in with arrows, to show directions, the winds of northern South America blowing from the east, those of the southern part from the west. Thus they reason out that the east side of the northern part and the

west side of the southern part of South America are moist, while the east (leeward) side of the southern Andes must be practically a desert and they are much elated when they find the desert region by referring to their maps.

(To Be Continued.)

Card of Thanks.

Mr. and Mrs. C. Hansen wishes to thank their friends for their many acts of kindness in their recent bereavement.

The work of setting up the poles for the electric light wires is progressing, and the bids for the new building is being opened today.

The new steel shovel for Wilson & Bauman was tried out Tuesday. The engineer in charge taking it along the road. Later it was taken over to Pauwela and put to work.

A family of Russians going from Hawaii to Honolulu, missed the boat at Hana, and have been seeing the sights over there, while waiting transportation to the capital.

No. 8101.

REPORT OF THE CONDITION OF THE LAHAINA NATIONAL BANK, at LAHAINA, in the Ter. of Hawaii, at the close of business, Feb. 20, 1911.

RESOURCES	DOLLARS
Loans and Discounts.....	77,506 20
Overdrafts, secured and unsecured.....	872 04
U. S. Bonds to secure circulation.....	6250 00
Bonds, securities, etc.....	23,680 00
Banking house, Furniture, and fixtures.....	1,310 00
Due from National Banks (not reserve agents).....	2,737 03
Due from State and Private Banks and Bankers, Trust Companies, and Savings Banks.....	14,256 28
Due from approved reserve agents.....	9,862 65
Checks and other cash items.....	1,454 68
Fractional paper currency, nickels, and cents.....	56 39
Specie.....	11,681 35
Redemption fund with U. S. Treasurer (5% of circulation).....	312 50
Total.....	149,979 12
LIABILITIES	DOLLARS
Capital Stock paid in.....	25,000 00
Surplus fund.....	4,000 00
Undivided profits, less expenses and taxes paid.....	415 84
National Bank notes outstanding.....	5,950 00
Individual deposits subject to check.....	104,796 92
Demand certificates of deposit.....	2,159 41
Time certificates of deposit.....	7,656 95
Total.....	149,979 12

Ter. of Hawaii, County of Maui, ss:
I, C. D. Lufkin, Cashier of the above-named bank, do solemnly swear that the above statement is true to the best of my knowledge and belief.

C. D. LUKIN,
Cashier.

CORRECT—Attest:
W. L. DECOTO
GEO. FREELAND } Directors.
R. A. WADSWORTH }

Annual Meeting.

The regular annual meeting of the stockholders of the Maui Land & Railroad Company, will be held at the office and principal place of business of the Company at Kahului, Maui, T. H., on Friday, 29th day of March, 1912, at 10 o'clock a. m.

J. N. S. WILLIAMS,
Secretary.

FOR SALE.

One Model 10 Buick Runabout, in first class condition. Enquire
C. D. LUFKIN.

AT AUCTION

Lots of 5 to 11 acres in the village of Makawao, Maui, suitable for grape culture and general farming. These lots will be sold by auction at 1 p. m., Saturday the 9th of March, 1912.

The auction will take place in front of the Catholic church in Makawao.

Terms: Half cash, the balance at one and two years with interest at 7 per cent.

Per order,

HALEAKALA RANCH.

VENDA DE TERRAS EM LEILAO.

Em lotes de 5 a 11 alqueires (acres) na villa de Makawao, Maui. Bons terrenos para a cultura de uvas e outras culturas.

Trez lotes serao vendidos em leilao no dia 9 de Marco de 1912 a uma hora da tarde.

O leilao tera' lugar em frente da igreja Catholica de Makawao.

Termos da venda, metade do dinheiro a ' vista e o resto em um e dois annos com juro a 7%.

Por ordem da,

HALEAKALA RANCH.

SUBSCRIBE FOR THE

MAUI NEWS COMBINATION

ALOHA LODGE NO. 3 KNIGHTS OF PYTHIAS.



Regular meetings will be held at the Knights of Pythias Hall, Wailuku, on the second and fourth Saturdays of each month.

All visiting members are cordially invited to attend.

C. H. HANSEN, C. C.
ARTHUR BETTS, K. R. & S.

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